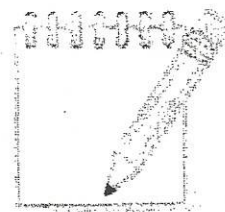


Five Types of Writing



Type One: Capture Ideas

Writing that has no correct answers – or, if there is a correct answer, it's okay to guess. **One draft.**

Type Two: Respond Correctly

Writing that makes a point – has correct answer or content. **One draft.**

Type Three: Edit for FCAs

Writing that is read aloud and reviewed by the author who then asks three critical questions: Does it complete the assignment? Is it easy to read? Does it fulfill the focus correction areas? **One draft.**

Type Four: Peer Edit for FCAs

Writing that is Type Three writing *and* has been read aloud and critiqued by another. **Two drafts.**

Type Five: Publish

Writing that is publishable, that can go outside the classroom without explanation or qualification. **Multiple drafts.**

For All Types

For all types, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side.

Focus Correction Areas

FCAs provide specific information about the criteria used to evaluate an assignment. It provides both a selective approach to correcting student writing and a means of structuring an articulated writing program.

ADVANTAGES:

- Focuses instruction: you teach what you grade.
- Facilitates writing across the curriculum: provides consistency in expectations and practice.
- Saves Teacher Time: you don't correct/grade everything – you don't overcorrect.
- Helps students: they better understand both expectations and evaluation.
- Focuses feedback: easier to highlight and correct weaknesses.

John Collins: "Focus correcting saves grading time and helps students consider the quality of the paper in relationship to a few clearly specified criteria rather than an infinite number of highly subjective criteria."

For best results, the use of FCAs should be systemic (vertically articulated), limited, and include a mix of criteria (content, organization, style, mechanics).

For content area teachers:

- What's most important to your area?
- How can you help reinforce skills being taught at your grade level?

Example: 3 clearly stated reasons: 30 pts.

2 relevant examples from text to support each reason:
60 pts.

Correct use of capitalization: 10 pts.

Advantages and Disadvantages of Each of the Five Types of Writing

TYPE ONE

Advantages

- Spontaneous – requires little preparation by teacher
- Takes little class time to complete
- Very easy to evaluate
- Produces effort or participation grade
- Provides opportunity for all students to stop and think – to review prior knowledge, to develop questions
- When used before instruction, provides opportunity for teacher to assess student knowledge and make decisions about what to teach
- Special advantage to the quiet, less verbal student

Disadvantages

- Does not directly improve specific writing skills (sentence variety, organization, word choice, etc.)

TYPE TWO

Advantages

- Spontaneous – requires little preparation by teacher
- Quick assessment of student knowledge resulting in quiz grade
- Promotes active learning by requiring students to produce information rather than simply identify information produced by others (e.g. objective test)
- Promotes content rich writing

Disadvantages

- Does not directly improve specific writing skills (sentence variety, organization, word choice, etc.)

TYPE THREE

Advantages

- While more time consuming than Types One and Two, very efficient
- Relatively easy to evaluate and grade – test grade based on mastery of three FCAs
- Excellent preparation for essay tests, state competency tests, etc.
- Improves writing skills through frequent writing opportunities, oral reading, and FCAs

Disadvantages

- Requires disciplined, skillful teacher who can design assignments, select appropriate FCAs, and structure oral reading and self-editing process

TYPE FOUR

Advantages

- Produces fair, objective evaluations
- Promotes sharing and exchange of ideas, insights, and information
- Creates a community of learners
- Produces most improvement in writing and thinking skills

Disadvantages

- Like Type Three, requires a disciplined, skillful teacher who can design assignments, select appropriate FCAs, and structure oral reading and peer editing process
- Time consuming: peer editing/oral reading can double the amount of class time necessary to complete Type Four versus Type Three

TYPE FIVE

Advantages

- Results in final product that everyone (student, teachers, public) can appreciate
- Provides opportunity to use all skills and talents to the fullest
- Represents real world standards

Disadvantages

- Time consuming for teacher and student
- Demanding for teacher who usually must act as final editor
- Evaluation is difficult because so many criteria must be considered *or* evaluation is always very positive because final judgment is put off until final product is of publishable quality
- Somewhat unrealistic because students do not have resources that writers in the real world have to produce publishable writing

Ideas for Using Type One Writing Across the Curriculum

Type One Writing—for engaging students and getting them to think; no right or wrong answer; quick and simple evaluation (✓ or OK) based on number of lines written or evidence of thoughtful effort.

For activating prior knowledge:

- In eight lines or more (or five or ten lines depending on the time you want to take), write the things you know, think you know, or questions you have about _____
- Even though we have not read or discussed it yet, what does the term (or concept or phrase) _____ mean to you?
- What do you think this (picture, formula, abbreviation, notation, chart, word, mark, or phrase) means? Why do you think so?
- What were the most important (or interesting, surprising) points to you from yesterday's discussion about _____?
- On the topic we discussed yesterday, what were the ideas you understood best? Least?
- What do you think a _____ looks like?
- How do you think a _____ behaves (or is solved or is constructed)?
- What are some of the skills required to be a successful _____ (painter, drafter, software designer, teacher, nurse, electrical engineer, surveyor, salesperson, and so on)?
- What characteristics make job applications (or college admission applications) impressive to those reading them? What mistakes should you absolutely avoid on applications?
- When you are participating in a job or college interview, what are some "must do" behaviors to keep in mind? What are some "must avoid" behaviors?

For reflecting:

- When you think about _____, what are some of the things you wonder about?
- Think about and write down two "hard questions" about _____.
- What part of yesterday's discussion about _____ would you find it difficult to explain clearly to someone else?

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- On last night's homework, what was the hardest part for you to solve (or understand, complete, read, collect, and so on)?
- If you were going to solve (or do or read or study) _____ again, what would you do differently?
- What went well with your group project (or experiment or performance)? What would improve the group's work?
- What kinds of questions (or problems, reading assignments, laboratory activities, new vocabulary, writing assignments, and so on) are hard for you?
- What is the easiest part of _____ for you? Why do you think it is easy for you?
- As you think about what we did in class today, what was (easiest, most fun, most challenging, something you would like to do again differently)?
- Based on today's discussion, do a 3-2-1 reflection. Write down *three* things you found interesting, *two* things that were a bit confusing, and *one* thing you would like to know more about.

For brainstorming:

- What are two ways you would go about solving this problem?
- Write as many examples as you can in the next two minutes of _____.
- What might have caused the scene you see in this picture? _____
- What are other ways we can get the same (result, solution, answer, outcome)?
- What (tools, formulas, instruments, reference materials) do you think were used to accomplish this?

For predicting:

- Predict what would happen if _____. Explain why you think so.
- Describe what you think is going to happen next in this story we are reading.
- Before we (go on this field trip, conduct this experiment, study this unit, collect this data), what are some of the things you hope to find out?
- Look at this historical data describing population (or winning Olympic times, voting patterns, pollution statistics). What do you think the data will look like in ten years?

- If a Wal-Mart is built in our town, describe what impact it will have on our local ecosystem (or economy, traffic, schools, and so on).
- What skills do you think artists (or mathematicians, teachers, software designers, performers, and so on) will need five years from now? Why?

For making connections:

- What relationship does _____ have with current events or your daily life at home or school?
- How do you think _____ and _____ are related? Explain.
- Describe an event in your life similar to the one experienced by the character in the story.
- How is _____ (this type of problem, historical event, story, concept) similar to _____ (another type of problem, historical event, story, concept)?

For thinking about learning:

- If you were interviewing for a job as an intern at a biology lab (or photo studio, or marketing research firm, summer camp, and so on), which of your abilities and skills would you emphasize?
- When you are preparing for a test, what techniques do you use to help you remember important facts?
- For the upcoming test, what question do you think I might ask that would require a short written answer (as opposed to a multiple-choice, true-false, or matching answer)?
- Think about the test you just completed and how you prepared for it. What should you have spent more time studying? Less time? Why?
- When you are feeling "stuck" on a problem, reading, or some type of assignment, what steps do you take (or resources do you use) to get yourself "unstuck"?
- What do you think are the important habits of people who are good at _____?
- What are some of the things you do that make you a good (reader, writer, test taker, problem solver, studymate)?
- What are some things you could do to become a better _____?
- Describe something that you can do better now than you could last year.
- When I teach this unit on _____ to next year's class, what do you think I could do to make it better?

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For creative thinking:

- What do you think someone in this situation (in a story, news event, and so on) would be thinking? Be worried about? Be happy about? What do you think the other person in this situation would be thinking?
- Describe a way of doing this routine task (such as reviewing homework, passing out lab materials, distributing calculators, signing out instruments or supplies) so that it would be more interesting or efficient to do.
- As you think about the way this character responded to the problem in the story, write down the positives (pluses) of the action and the negatives (minuses). What would be another interesting way for the character to have responded? What would be the positives and negatives of that action?
- What if (electricity emitted sound waves, numbers 0–10 had assigned colors, copying machines did not exist, houses could not be built with right angles, and so on). What would life be like?

Ideas for Using Type Two Writing Across the Curriculum

Type Two Writing—for checking students' understanding.

- What were three of the most important points from our class discussion yesterday (or today's class discussion or last night's reading assignment)?
- In your own words, write the meaning of _____ in a way that a classmate would understand and be able to answer on a test.
- Explain two ways* that _____ and _____ are similar.
- Describe three ways* that _____ and _____ are different.
- _____ and _____ are alike in some ways and different in others. Describe two ways* they are similar and two ways* they are different.
- What strategies that we have talked about might you use to (solve, differentiate, figure out, fix, and so on) the following?
- Give two examples* of how _____ comes up in other nonmathematical (or nonhistorical, nonliterary, nonscientific, nonmusical, and so on) situations.
- Give two reasons* why this cannot be a correct answer for this problem (or question). Explain.
- Tell three reasons* why _____ can't (or doesn't) work. Explain.
- Describe the materials (or resources, chemicals, instruments, classroom tools) needed to do (or solve) the following.
- Describe two ways* that _____ occurs in everyday living.
- Tell me three things* wrong with this statement (or piece of writing, picture, description, problem solution, lab report).
- Explain two ways* that you could tell the difference between a _____ and a _____.
- Describe three characteristics* of all _____.
- What are three things* you could change to make this (sentence, solution, comparison, proof, explanation, thesis, and so on) better?
- Give three reasons* why you can tell this is not a _____.

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- Explain two reasons* why I would not give this answer full credit on a test.
- All but one of the following (people, operations, countries, animals, objects, stories, events, and so on) belong to a category because they have several common characteristics. Give this category a name, and give two reasons why the one does not belong in this category.
- If you were summarizing today's discussion for a friend who is absent, what two ideas* do you think might show up on our end-of-unit test?
- Describe the steps you would take in order to estimate the answer to this problem.
- Describe a pitfall to avoid in doing this (experiment, problem, performance, piece of writing).
- Explain two ways that data could be shown to support this answer.
- If the answer is _____, write two questions* that would go with that answer.
- Explain the three steps* that must be taken to get an answer to this problem (or question, situation).

* Or another number appropriate for this task. _